

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2018 Public Charter School Program Start-Up Grant</b>		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEXAS EDUCATION AGENCY  JUN 20 PM 3:00  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Grant Period</b>	August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.	
<b>Application deadline:</b>	5:00 p.m. Central Time, June 21, 2016	<small>Place date stamp here.</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEXAS EDUCATION AGENCY  JUN 20 PM 3:00  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Submitter information:</b>	<b>Three</b> complete copies of the application, each copy with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Kauffman Leadership Academy	126801	Kauffman Leadership Academy	
Vendor ID #	ESC Region #	DUNS #	
32042519895	11	05-555-3773	
Mailing address	City	State	ZIP Code
314 W. Wilson Street	Cleburne	TX	76033

**Primary Contact**

First name	M.I.	Last name	Title
Theresa	R	Kauffman	Superintendent/CEO
Telephone #	Email address		FAX #
682-459-2800	tkauffman@klacademy.org		

**Secondary Contact**

First name	M.I.	Last name	Title
Telephone #	Email address		FAX #

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Theresa	R	Kauffman	Superintendent/CEO
Telephone #	Email address		FAX #
682-459-2800	tkauffman@klacademy.org		

Signature (blue ink preferred)

Date signed

June 20, 2016

701-16-103-001

*Theresa Kauffman*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>Either of the following: <ul style="list-style-type: none"> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval on or before December 16, 2015	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 25, 2015, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 25, 2015, must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and</li> </ol>

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	<p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kauffman Leadership Academy submits application for the School Program Start-up Grant because we have been awarded a charter by the State of Texas and request funds to more effectively influence student outcomes with a strong start. Providing a safe, clean, comfortable environment with evaluation and diagnostic tools that are student friendly will support positive outcomes for every student. Immersing the students in educational endeavors using the latest technological tools to prepare them for college and career in the 21<sup>st</sup> century while promoting physical fitness is a critical component of our mission. Providing the best prepared teachers requires continuous professional development. Kauffman Leadership Academy provides the only free public school choice in Johnson County matching the goals of No Child Left Behind. The program is designed with smaller class size and longer class times to ensure each student's mastery of the knowledge and skills required by the State of Texas. This grant would supplement the implementation of Kauffman Leadership Academy.

The vision of Kauffman Leadership Academy combines rigorous education in a welcoming environment with a deep sense of community responsibility. Our education vision includes providing a bully-free environment for students to explore learning and find success at their highest potential. This vision includes student-focused curriculum that draws on the TEKS and student interests and passions facilitated through a paperless, electronic classroom. The charter awarded by the Commissioner begins with grades 6 through 10 for 150 students and is the first charter school available to families in Johnson County.

The mission statement of Kauffman Leadership Academy is:

Kauffman Leadership Academy is dedicated to educating students through engaging activities at the highest academic standard.

Kauffman Leadership Academy provides a safe environment to practice skills needed in postsecondary and future work experiences through caring, individual-focused teaching and learning.

Mastering the mind, high academic expectations for all learners.

Mastering the heart, respect and relational trust for all.

Mastering skills for tomorrow's workplace developed throughout the curriculum.

Mastering community, engaging in service to others beyond the Academy.

Kauffman Leadership Academy believes in a pedagogy that provides differentiated instruction paying attention to the needs, interests, and learning styles of each student. Teachers at Kauffman Leadership Academy will design hands-on, project based activities that use technology to facilitate learning. Kauffman Leadership Academy believes students can reach their full potential when they feel safe, engaged and respected in the learning process.

The budget for this grant was developed through a group of independent educators from both public and private schools who are living and/or working within the boundaries of Kauffman Leadership Academy's boundaries. Several meetings were held to determine educational and physical needs for optimum educational experiences opening the charter school. Research of costs and bids were acquired to approximate the real costs of affecting these changes. Members of the Board of Directors were consulted and agreed on the validity of these needs. The budget has been developed to operate solely on the ADA monies and fundraising of the existing 501c3.

Students who attend Kauffman Leadership Academy will come from a variety of school districts whose boundaries are wholly or in part in Johnson County, Texas. Students will attend Kauffman Leadership Academy mostly from Cleburne, Joshua, and Rio Vista ISD's. Kauffman Leadership Academy is located in a lower socio-economic, mainly Hispanic neighborhood in the northeast corner of the city of Cleburne. The latest census data show that Cleburne is 27% Hispanic and Johnson County is 19% Hispanic, showing a need for bilingual teachers to help students reach their highest potential. Cleburne also has an 18% rate of persons living below the poverty level, which is higher than Johnson County or the State of Texas in general. These families need a strong alternative to provide a 21<sup>st</sup> century educational environment so their children may improve their status.

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Few opportunities exist in Johnson County for low or moderate-income families to find a school with small class size, individualized learning experience, and no school exists providing a radical shift in technological deployment by providing each student with the use of a personal device. Local newspapers have documented numerous suicides in Johnson County at the middle school level that have been reported to be a result of bullying. At Kauffman Leadership Academy, the small class size will provide adult supervision of a few students in every aspect of the school day eliminating the possibility that bullying may occur and creating a safe environment for students to learn.

Kauffman Leadership Academy owns the oldest public school in Johnson County, first utilized as a public school in 1902. The current campus was first occupied by students in 1915. Kauffman Leadership Academy, a non-profit established by Greg and Theresa Kauffman, have spent the last five years restoring this century old facility into the most technologically advanced learning environment in Johnson County. To make this facility a safe, comfortable environment, air conditioning must be added to the hallways and gymnasium, which have never been air conditioned.

The goals of this grant are to provide the highest quality charter schools. The above programs mentioned at Kauffman Leadership Academy provide for the best outcomes of the students. With the help of this grant, Kauffman Leadership Academy will be a high quality learning environment for families to choose.

A culture of collaborative decision making has been developed and continuous professional development will ensure consistent, high quality management process. The Superintendent/CEO has partnered with Dr. Rosalyn Bratcher, a former New Braunfels Assistant Superintendent, to offer professional development that promotes shared decision making through the Leading Together model. The funds will be managed through the direction of the Superintendent/CEO to the onsite assistant working in conjunction with ESC Region 11 business management group that has been contracted by Kauffman Leadership Academy as their CFO. Ongoing management meetings between the Superintendent/CEO, her assistant, and upper management members of ESC Region 11 business group have begun and will continue.

The Board of Directors for Kauffman Leadership Academy has oversight and responsibility for the operations of the facility and charter school. The Superintendent/CEO reports to the Board on the educational program conducted at Kauffman Leadership Academy. The Board of Directors has oversight of all fiscal operations. The Superintendent/CEO will report to the Board and listen to their advice about the management of the school. Kauffman Leadership Academy complies with all Texas Open Meeting laws and conforms to the Texas Public Information Act. Board and administrative policies are being developed as part of the implementation process to codify all statutes and TEA requirements.

Kauffman Leadership Academy will evaluate the instructional program and determine needs through two assessment processes. First, a quarterly electronic survey will be distributed to parents, students, and stakeholders to assess four core areas (friendliness, helpfulness, communication, and successful outcomes). The information gathered through these surveys will be monitored and analyzed by the Superintendent/CEO and presented to the teachers, parents and Board of Directors quarterly.

The second assessment process will be the data collected from the curriculum programs and MAP testing. This information will be used to adjust and refine instructional delivery to meet the needs of all learners and ensure progress. Teachers will share testing data gathered each month at their content area meetings and discuss strategies for improvement. These meetings will be reported to the Superintendent/CEO, who will be responsible for the collection and analysis of assessment data. The Superintendent/CEO will provide analysis quarterly to teachers, parents and the Board of Directors, combining data from the monthly meetings and MAP testing program.

We have no requests for waivers of any Federal statutory or regulatory provisions.

The charter school model allows Kauffman Leadership Academy the opportunity to educate children in a 15 to 1 class size that provides individualized curriculum and instruction. A 75-minute class period combined with the small class size will guarantee students will have one on one time with their teachers in every class, every day. This one-on-one time gives teachers an opportunity for daily assessment of students' grasp of the curriculum taught that day and a review of precious content. It also provides an opportunity for the teacher to assign related work that will provide encouragement

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 126801				Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12						
Grant period: August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.				Fund code: 258		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$46,200	\$46,200	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$20,450	\$20,450	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$147,379	\$147,379	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$35,332	\$35,332	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$76,274	\$76,274	\$
Grand total of budgeted costs (add all entries in each column):			\$	<b>\$325,635</b>	<b>\$325,635</b>	\$

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>							
County-district number or vendor ID: 126801				Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs	Pre-Award
<b>Academic/Instructional</b>							
1	Teacher	10		\$	\$3,000	\$3,000	\$
2	Educational aide			\$	\$	\$	\$
3	Tutor			\$	\$	\$	\$
<b>Program Management and Administration</b>							
4	Project director	1		\$24,000	\$7,200	\$31,200	\$
5	Project coordinator			\$	\$	\$	\$
6	Teacher facilitator			\$	\$	\$	\$
7	Teacher supervisor			\$	\$	\$	\$
8	Secretary/administrative assistant	1		\$3,000	\$3,000	\$6,000	\$
9	Data entry clerk			\$	\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$	\$
<b>Auxiliary</b>							
12	Counselor			\$	\$	\$	\$
13	Social worker			\$	\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$	\$
<b>Other Employee Positions</b>							
15	Maintenance	1		\$3000	\$3000	\$6000	\$
16	Title			\$	\$	\$	\$
17	Title			\$	\$	\$	\$
18	Subtotal employee costs:			\$30,000	\$16,200	\$46,200	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>							
19	6112	Substitute pay		\$	\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$	\$
22	6140	Employee benefits		\$	\$	\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$30,000	\$16,200	\$46,200	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 126801			Amendment # (for amendments only):		
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
Professional and Contracted Services					
#	Description of Service and Purpose	Planning	Implementation	Grant Amount Budgeted	Pre-Award
1	Consulting on preparing budget and management plan for charter application.	\$	\$	\$	\$5,000
2	Installation of HVAC unit to gymnasium and hallways of main building.	\$	\$5000	\$	\$
3	Newspaper advertising for students and teachers	\$	\$2000	\$	\$
4	Leading Together two day training and followup meetings with all staff	\$	\$6500	\$	\$
5	Schools Attuned training for differentiated instruction strategies	\$	\$1950	\$	\$
6		\$	\$	\$	\$
7		\$	\$	\$	\$
8		\$	\$	\$	\$
9		\$	\$	\$	\$
10		\$	\$	\$	\$
11		\$	\$	\$	\$
12		\$	\$	\$	\$
13		\$	\$	\$	\$
14		\$	\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$15,450	\$	\$5000
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$	\$	\$
<b>(Sum of lines a, and b) Grand total</b>		\$	\$15,450	\$	\$5000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 126801		Amendment number (for amendments only):			
Expense Item Description		Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
6300	Total supplies and materials that do not require specific approval:	\$	\$147,379	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$147,379</b>	<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>					
County-District Number or Vendor ID: 126801		Amendment number (for amendments only):			
Expense Item Description		Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$24,420	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$10,912	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$35,332</b>	<b>\$</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>							
County-District Number or Vendor ID: 126801				Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
<b>6669—Library Books and Media (capitalized and controlled by library)</b>							
1		N/A	N/A	\$	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>							
2	Student management and PEIMS dedicated desktop computer	1	\$1499	\$	\$1499	\$	\$
3	Info technology system installation for internet & phone system	1	\$18,720	\$	\$18720	\$	\$
4			\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
<b>66XX—Software, capitalized</b>							
12	NWEA Skills Navigator component of MAP testing	10	\$500	\$	\$5000	\$	\$
13			\$	\$	\$	\$	\$
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>							
19	Classroom chairs	105	\$59	\$	\$6195	\$	\$
20	Lunch tables	15	\$1500	\$	\$22,500	\$	\$
21	Science lab equipment		\$	\$	\$3747	\$	\$
22	PE equipment		\$	\$	\$2300	\$	\$
23	Robotics kits	3	\$358	\$	\$1074	\$	\$
24	3D Printer and materials		\$	\$	\$3199	\$	\$
25	Air conditioners for classrooms	8	\$349	\$	\$2792	\$	\$
26	Copy/fax/scanner network copier for main office	1	\$3900	\$	\$3900	\$	\$
27	Copy/fax/scanner/printer for Superintendent's office	1	348	\$	348	\$	\$
28			\$	\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>							
29	Installation of 25 ton HVAC gifted to KLA from TCU to air condition gymnasium and main hallways			\$	\$5,000	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$76,274</b>	<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Available public schools are failing students of Johnson County Texas by minimizing their educational opportunities and allowing bullying to run rampant in the middle and high schools. Students attending schools in Johnson County that are on the TEA Public Education Grant list (2014 campuses with passing rates on STAAR that are less than or equal to 50% in any two of the preceding years or are rated Improvement Required in 2013 and 2014) will have the opportunity to transfer to other facilities in order to improve their educational opportunities. Several schools in Crowley ISD, Irving Elementary in Cleburne ISD and Joshua ISD were listed on the PEG list. Additionally, according to TEA's Accountability Research for Completion, Graduation, and Dropouts, 2012 document, 317 or 4.8% of students did not graduate in Johnson County. The county newspaper has also reported 7 suicide deaths amongst middle and high school students in Joshua and Cleburne ISD. The reports directly attribute the suicide to bullying. There is no other free, public charter school in Johnson County for families to choose a different educational experience.

Kauffman Leadership Academy charter school will rectify these deficiencies by 1.) providing a bully-free environment (both from students and adults), and 2.) a challenging academic program which will provide state of the art educational opportunities that will result in higher standardized test scoring and individual student achievement and increased graduation rate.

The needs assessment process is best described in the charter application submitted to TEA in 2015. The process included four community meetings where the public was invited to hear the proposed educational plan and offer suggestions. One community meeting was specifically about bullying with the showing of the movie "Bullying" and a facilitated public discussion. Another component of the needs assessment process was informal interviews with over 30 families who sought refuge in our home school support program to escape the bullying in their public school. Thirdly, the Board of Directors have been intentionally invited to serve from Johnson County because of their expertise about the community at large and/or education in general. Their input and advice has been critical in forming our needs assessment.

Needs are prioritized by providing a safe, secure, nurturing environment to learn and grow supported by a rigorous, academic program that is offered by caring, nurturing, master teachers. When prioritizing, we have first looked at the safety of our students and providing a nurturing environment that is free from bullying. Secondly, we have looked at designing an academic program that supports all learners to their highest achievement. Thirdly, we have purposefully searched for teachers who are focused on the learners while having a thorough knowledge of the TEKS to guarantee rigorous academic achievement.

This needs assessment process has involved the community at large, the Board of Directors, the Superintendent/CEO, and the Superintendent's Advisory Committee, previously described in this document.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Kauffman Leadership Academy needs to exist in order to provide a safe nurturing environment for the students of Johnson County to achieve at their highest potential.	The Grant Program will improve the environmental quality by installing needed air conditioning in the gymnasium and in the hallways of our 100 year old building. It will provide the necessary kitchen equipment to allow healthy, nutritional lunches at no cost to the students.
2.	Kauffman Leadership Academy needs physical fitness as a healthy life skill including fitness training, education in life long activities, and learning how to compete with yourself and not others as a realistic goal.	The Grant Program will provide needed equipment to pursue and practice an active lifestyle and learn about lifelong healthy activities (i.e., bowling, golf, archery, general monitoring of physical fitness).
3.	Kauffman Leadership Academy needs to provide cutting edge technology (robotics, 3D printing, Chromebooks) to prepare our students for a world where today's cutting edge technology is tomorrow's mainstay job skills.	The Grant Program will provide the needed technologies to provide the students a rigorous and state of the art learning experience. These tools will allow the students to master 21 <sup>st</sup> Century skills to prepare them for life in the 21 <sup>st</sup> Century. By providing these state of the art educational opportunities, students will believe themselves to be scholars.
4.	Kauffman Leadership Academy needs to provide the highest academic program that engages these students to achieve at their highest potential raising STAAR test scores, produce higher graduation rates and less truancy.	The Grant Program will provide the necessary classroom equipment to support the most rigorous academic achievement. The components of this grant that support hands-on learning and individualized student-focused opportunities are necessary for students to achieve to their highest potential.
5.	Kauffman Leadership Academy needs to provide teachers proficient in TEKS curriculum, able to utilize strategies to engage all learners, and are continuous learners themselves, who will by example and professional training, encourage and require each student to be life long learners.	The Grant Program will provide the necessary tools to complete the learning environment that includes a safe, nurturing environment, highly qualified teachers and state of the art learning materials.

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By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 126801			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Superintendent/CEO	Doctorate of Education, Principal for minimum of 5 years, Classroom teacher for minimum 20 years, curriculum development and implementation experience, certified Administrator and Teacher		
2.	Counselor/Special Education Coordinator	Masters in Counseling, Special Education certification, Classroom teacher for minimum 15 years.		
3.				
4.				
5.				
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	By 06/15/2017, 75% of Kauffman Leadership Academy students will master the Habits of the Heart for community as demonstrated in a survey.	1. Students, staff and parents will be surveyed to report attendance, confidence and appropriate interpersonal behavior.	08/11/2016	10/21/2016
		2. Students, staff and parents will be surveyed again about same components and results compared.	10/24/2106	01/20/2017
		3. Students, staff and parents will be surveyed again about same components and results compared.	01/23/2017	04/07/2017
		4. Students, staff and parents will be surveyed at the end of the year and results reported.	04/10/2017	06/15/2017
		5. By 06/2018, 90% of students will master the Habits of the Heart for community.	08/2017	06/2018
2.	By 06/15/2017, 80% of Kauffman Leadership Academy students will improve their physical fitness as demonstrated by individual logs.	1. Students will log their physical capabilities and set goals.	08/11/2016	10/21/2016
		2. Students will log their physical capabilities and evaluate goals to revise or increase results.	10/24/2106	1/20/2017
		3. Students will log their physical capabilities and evaluate goals to revies or increase results.	01/23/2017	4/07/2017
		4. Students will log their physical capabilities and report yearly progress.	04/10/2017	06/15/2017
		5. By 06/2018, 90% of students will improve their physical fitness.	08/2017	06/2018
3.	By 06/15/2017, 95% of all students will be proficient in	1. Students' level of completion of assignments in all academic subjects will inform the progress of mastery.	08/11/2016	10/21/2016
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Via telephone/fax/email (circle as appropriate)			By TEA staff person:	

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kauffman Leadership Academy plans to collect data from our monthly parent/student/teacher conferences and quarterly parent/ student/ teacher surveys to monitor and correct progress toward our goals. This data is collected, analyzed and reported to families and the Board of Directors quarterly. MAP testing is done three times each year to guide academic goal setting with the Skills Navigator providing interim information on mastery of skills for students and teachers to use. Any corrections will be reported by the Superintendent in emails, Facebook notices to all KLA staff and families. A monthly electronic newsletter will also communicate information gathered and changes. The shared decision making structure that is integral to the mission of Kauffman Leadership Academy will provide consistent and open communication between parents, students, faculty, administration and Board of Directors.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kauffman Leadership Academy has been working toward these goals for five years. The Superintendent and Board of Directors are fully committed to the success of each individual student at Kauffman Leadership Academy. In the process of hiring faculty, we have heard phrases like "I want to be part of a new way to teach students." Having educational freedom is worth thousands in salary. In one case, a college professor has chosen to leave higher ed and be part of the KLA 21<sup>st</sup> Century educational experience. The Superintendent has joined with the Courage to Teach program nationally to support teachers through shared decision making, professional development and reflection in the Leading Together program. There is a huge commitment from parents, teachers and Board of Directors for this needed charter school to be successful and remain a choice for the families of Johnson County.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys of parents, students and teachers	1.	The responses will indicate a feeling of safety at KLA.
		2.	The responses will indicate they feel welcome and cared for at KLA.
		3.	The responses will indicate they are comfortable and nurtured.
2.	Physical fitness logs documented by each student	1.	Improved physical endurance and skills
		2.	Improved attitude toward self accomplishment
		3.	Improved attitude toward making healthy choices
3.	Student grades and surveys indicating improved engagement	1.	Student participation in activities in each class
		2.	Student grades improve to indicate higher engagement
		3.	Survey responses from students and parents indicate higher academic achievement
4.	Student progress as measured by the MAP test	1.	Students will set goals and monitor self improvement
		2.	Teachers will report improved academic status
		3.	Parents will respond through the survey and observation about academic achievement
5.	Superintendent will evaluate teachers by setting goals and monitoring progress.	1.	Improved student achievement
		2.	Improved student attitude and engagement
		3.	Higher standardized test scores

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points

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By TEA staff person:

Kauffman Leadership Academy will administer a survey quarterly to parents, students and teachers electronically. The Superintendent/CEO will collect and analyze the data and report progress to the Board of Directors, parents, students and faculty. Physical fitness logs will be a ongoing part of the PE/Health program. Students will set goals and monitor progress. These logs will be collected and submitted to the Superintendent/CEO for analysis and distribution of information. Student grades will be monitored by the Superintendent/CEO and anonymously used to report progress to Board of Directors, parents and faculty. MAP testing data will be monitored and analyzed by the Superintendent/CEO. Individual student MAP testing and projections will be used by the teachers, students and parents to set goals for improved academic achievement. Superintendent will evaluate teachers using the Murray Program, as described in Kauffman Leadership Academy's charter application. Professional development will be required toward improved student achievement.

Because the communication between parents, students and teachers is already established, and because of the communicative decision making culture that has been established, any adjustments will be seen as immediate relief of identified problems. An anonymous Board member described it this way, " Traditional ISDs are like large ocean freighters; hard to turn and impossible to stop in short distances. A charter school is lilke a speed boat; easy to maneuver and will stop within a few feet, making course corrections easy."

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Directors for Kauffman Leadership Academy has oversight and responsibility for the operations of the facility and charter school. The Superintendent/CEO reports to the Board on the educational program conducted at Kauffman Leadership Academy. The Board of Directors has oversight of all fiscal operations. The Superintendent/CEO will report to the Board and listen to their advice about the management of the school. Kauffman Leadership Academy complies with all Texas Open Meeting laws and conforms to the Texas Public Information Act. Board and administrative policies are being developed as part of the implementation process to codify all statutes and TEA requirements.

The Superintendent/CEO is the sole employee of the Board of Directors. All other employees are hired by the Superintendent for the charter school. The Board of Directors will evaluate the Superintendent/CEO each January using an established evaluation tool that focuses on goals that were mutually agreed upon by the Superintendent/CEO and Board of Directors.

To inform the Board of Directors about progress, the Superintendent/CEO will report on all surveys, test data and personal logs for their information and potential action.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kauffman Leadership Academy, the 501c3, is committed to providing high quality, rigorous educational opportunities for the children of Johnson County. Kauffman Leadership Academy's 501c3 has continually increased its fundraising capacity in order to support the facility that contains the charter school. For example, the 501c3 has participated in North Texas Giving Day for four years, doubling the amount of donations received each year. Through efforts of the non-profit, community activities and community classes have grown by approximately 15 % per year and is on track to make its budget of \$62,000 for this fiscal year. This fundraising activity will continue and increase its support for the success of the charter school as projected in the charter school application.

Because no mortgage exists on the facilities, grounds and buildings of Kauffman Leadership Academy, and the increased fiscal responsibility shown by the Legislature toward charter schools, a conservative preparation of the future budgets will provide all services currently established by this start-up grant and make allowance for increased student population as projected in the 5 year charter application budget through the monies dedicated by Average Daily Attendance (ADA).

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By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No waivers are needed nor will they be requested.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All requested items will enhance a strong program dedicated to the success of every individual learner. Justification for each item has been made in the specific goal where the request was made. For your further information, we now list the individual items and justify their need.

In order to provide a safe, nurturing, comfortable environment for learning, we have included in this grant basic janitorial, maintenance and upkeep costs. We have many donated classroom chairs that allow teaching groups in a non-traditional structure but more are needed to equip every classroom. The nature of our free lunch program and bully free environment is reliant on a family style meal at lunch. We do not currently possess enough lunch tables and chairs to accommodate all 150 students and 13 faculty. The tables that we are purchasing with this grant are elliptical tables that seat 12 people each, allowing informal conversation with adults and students at lunch. Kauffman Leadership Academy has chosen not to participate in the Federal lunch program. Instead, we are choosing a highly nutritious salad and soup bar that meets all the nutritional requirements and can be sustained by the budget after the initial capital costs of salad bar and warming table. To complete the preparation for student arrival, additional labor is necessary to make sure the building is spotlessly clean and sanitary, and that student and staff files are prepared in a secure location by day one of school on August 11, 2016.

In order to promote lifelong physical health, and to experience as many lifelong activities while developing the joy of fitness, we have included in this grant key components to optimize the students' experiences. Included in this budget is a five station fitness device that allows a variety of exercise activities. A treadmill and elliptical machine round out the traditional physical fitness equipment. Additionally, we have included a variety of hands-on fitness materials that will encourage team activities and self competition, including basketballs, volleyballs, bats and softballs, nerf golf and 5 and 10 pound weights. Chromebooks will be used in all content area classrooms but also utilized in physical education/health to log personal fitness goals and monitor progress. This will be a key component for the health program.

Kauffman Leadership Academy is committed to not just teaching about technology but using technology to teach. We have included in this grant a 100 MB fiber optic pipeline that will drive the WiFi throughout the building and support all 400 devices that will be the maximum student and faculty population in the third year. This technology is expensive but will provide seamless bandwidth for all students and faculty. This technology includes the three line phone system that will be needed for incoming and outgoing calls to support KLA. To provide students cutting edge technological experiences, a 3D printer and robotics kits are included that will ensure mastery of skills they will need in the 21<sup>st</sup> century. The robotics kits that will be provided with this grant are Lynxmotion AL5D PLTW Robotic arm kit with flowarm PLTW app. The 3D printer included in this grant is a Makerbot Replicator Desktop 3D printer with supplies to give students a 21<sup>st</sup> century experience that will prepare them for the world they will enter as young adults.

Kauffman Leadership Academy is committed to providing a high academic standard for learning. Included in the budget for this grant is a deluxe Chemistry glassware and labware kit that contains everything needed for chemistry experiments, distillations and titrations. Also included in the budget is a variety of recommended supplies for biology to support mastery of the TEKS. In order to support and secure all student records and PEIMS reports, a dedicated desktop computer is included. A 27 inch monitor, IMAC G5 with a 3.1GH processor that has 1 TB of storage is the desktop computer we researched. In keeping with an all digital platform, five iPads (12.9 inch screen with WiFi and cellular service) are included so the Superintendent/CEO, Administrative Assistant, nurse, and counselor can have full access to complete student contact information at any location in the building and can complete incident reports on the spot. Additionally, we have included the Skills Navigator component of the MAP testing program that will allow teachers to optimize data and target learning goals for each student and inform parents about progress or deficiencies.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kauffman Leadership Academy will provide for the education of children with disabilities attending this charter school, including providing supplementary and related services on site at the charter school and will comply with all standards and directives of the IDEA, Title I, Part B, Section 613, including section 613(a)(5), and consistent with all State policies, mandates and directives. Kauffman Leadership Academy will ensure that all personnel necessary to carry out these services are appropriately and adequately prepared. Kauffman Leadership Academy will make available to parents of children with disabilities and to the general public all documents relating to eligibility. We acknowledge that 613 (e)(1)(B) of the Individuals with Disabilities Act stipulates that a State educational agency may not require a charter school that is a local educational agency to jointly establish its eligibility under subparagraph A.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 126801

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								30	30	30	30	30			150
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															
<b>Total Staff</b>															13
<b>Total Parents</b>															300
<b>Total Families</b>															130
<b>Total Campuses</b>															1

**TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								30	30	30	30	30	30		180
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															
<b>Total Staff</b>															15
<b>Total Parents</b>															360
<b>Total Families</b>															160
<b>Total Campuses</b>															1

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Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 126801										Amendment # (for amendments only):					
<b>TEA Program Requirement 3: Number of Students To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.</b>															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)								0	0	0	0	0			0
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															
<b>TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.</b>															
	District Name					Campus Name					9 Digit CDC Number				
1.															
2.															
3.															
4.															
5.															
6.															

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	X	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	X	X	X
B02	Provide interpreter/translator at program activities	X	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	X	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	X	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X	X	X
B09	Provide parenting training	X	X	X
B10	Provide a parent/family center	X	X	X
B11	Involve parents from a variety of backgrounds in decision making	X	X	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X	X	X
B13	Provide child care for parents participating in school activities	X	X	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
B18	Coordinate with community centers/programs	X	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	X	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)	X	X	X

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X	X	X
C02	Provide counseling	X	X	X
C03	Conduct home visits by staff	X	X	X
C04	Provide flexibility in scheduling activities	X	X	X
C05	Recruit volunteers to assist in promoting gang-free communities	X	X	X
C06	Provide mentor program	X	X	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X	X	X
C09	Conduct parent/teacher conferences	X	X	X
C10	Strengthen school/parent compacts	X	X	X
C11	Establish collaborations with law enforcement agencies	X	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	X	X	X
C99	Other (specify)	<input type="checkbox"/>		

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	X	X
D02	Provide counseling	X	X	X
D03	Conduct home visits by staff	X	X	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	X	X	X
D05	Provide mentor program	X	X	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X
D07	Provide community service programs/activities	X	X	X
D08	Provide comprehensive health education programs	X	X	X
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts	X	X	X
D11	Develop/maintain community collaborations	X	X	X
D12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	X	X	X
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	X	X
E02	Provide program materials/information in Braille	X	X	X

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County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	X	X
E04	Provide program materials/information in digital/audio formats	X	X	X
E05	Provide staff development on effective teaching strategies for visual impairment	X	X	X
E06	Provide training for parents	X	X	X
E07	Format materials/information published on the internet for ADA accessibility	X	X	X
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	X	X
F02	Provide interpreters at program activities	X	X	X
F03	Provide captioned video material	X	X	X
F04	Provide program materials and information in visual format	X	X	X
F05	Use communication technology, such as TDD/relay	X	X	X
F06	Provide staff development on effective teaching strategies for hearing impairment	X	X	X
F07	Provide training for parents	X	X	X
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	X	X	X
G03	Provide staff development in identification practices and effective teaching strategies	X	X	X
G04	Provide training for parents in early identification and intervention	X	X	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	X	X
H02	Provide staff development on effective teaching strategies	X	X	X
H03	Provide training for parents	X	X	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	X	X
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	X	X
K02	Develop and implement a truancy intervention plan	X	X	X
K03	Conduct home visits by staff	X	X	X
K04	Recruit volunteers to assist in promoting school attendance	X	X	X
K05	Provide mentor program	X	X	X
K06	Provide before/after school recreational or educational activities	X	X	X
K07	Conduct parent/teacher conferences	X	X	X
K08	Strengthen school/parent compacts	X	X	X
K09	Develop/maintain community collaborations	X	X	X
K10	Coordinate with health and social services agencies	X	X	X
K11	Coordinate with the juvenile justice system	X	X	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	X	X	X
L02	Establish collaborations with parents of highly mobile families	X	X	X
L03	Establish/maintain timely record transfer system	X	X	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X	X	X
M02	Conduct home visits by staff	X	X	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	X	X	X
M06	Provide parenting training	X	X	X
M07	Provide a parent/family center	X	X	X
M08	Provide program materials/information in home language	X	X	X
M09	Involve parents from a variety of backgrounds in school decision making	X	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	X	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
M15	Facilitate school health advisory councils four times a year	X	X	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	X	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	X	X	X
N03	Provide mentor program for new personnel	X	X	X
N04	Provide intern program for new personnel	X	X	X
N05	Provide an induction program for new personnel	X	X	X
N06	Provide professional development in a variety of formats for personnel	X	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	X	X	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X	X	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
Q03	Conduct program activities in community centers and other neighborhood locations	X	X	X
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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